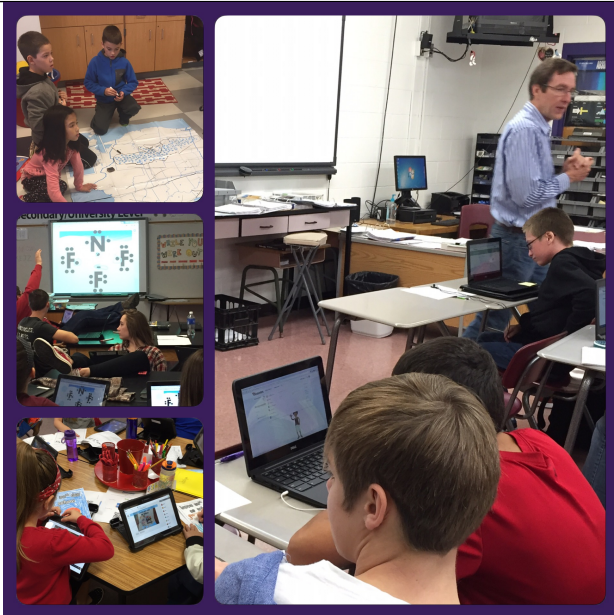


Differentiated Staff Walkthroughs



Lanesville Community Schools are Making it Happen!



WE ARE

- A small, rural community in Southern Indiana
- A K-12 corporation housed in a single building
- 730 students K-12; 1-1 technology

OUR STUDENTS & FAMILIES

- 95% Caucasian
- 15% Free/Reduced Lunch Eligible
- Varied abilities in inclusion setting

OUR TEACHERS

- Receive bimonthly in-house professional development
- 17:1 Student/Teacher Ratio

OUR PROMISING PRACTICE

Differentiated Instruction became a large part of our school improvement plan out of necessity. Being a small school, we have a wide variety of learners in a very inclusive setting where students with high ability and special needs are taught in the same classroom. In order to meet the needs of all the learners in a single classroom, we knew we had to differentiate the instruction.

The Practice To see differentiated instruction in action, a mixed and rotating group of K-12 teachers walk through classrooms 8 times per year to observe DI. Each teacher in the corporation is visited 4 times per year by a varied group of 6 teachers and administrators.

The Discussion In the hallway right after visiting a class, the walkthrough group discusses the observed DI, critical thinking skills and Marzano strategies. The feedback is compiled and returned to the teacher during PLC discussions. During PLC discussions, each teacher discusses their lesson, as well as the feedback to get information from their PLC group. During walkthroughs, one member of each PLC is present during the walkthrough to be able to explain any questions from the feedback form.

OUR STEPS

- Training from Carolyn Coil and Solution Tree
- Continuous on-site training from teacher leaders
- DI lesson planning days with teacher leader support
- Walkthrough data turned in for discussion and evaluation
- Integration into the classrooms
- Walkthroughs are now part of the data measurement in our school improvement plan

OUR SOURCES

- Teacher participation is growing from 70% (2011) to 86% (2015) on differentiated instruction.
- Teacher use of critical thinking skills and consistent instructional strategies is growing from 75% (2011) to 100% (2015).
- More meaningful feedback & discussion. Written feedback is provided to the classroom teacher on the feedback form and lessons are analyzed and discussed during our weekly PLC time.

For more information about our school or corporation, email: morriss@lanesville.k12.in.us or visit our website: www.lanesville.k12.in.us